

Tufts University, Friedman School of Nutrition Science and Policy

**NUTR 203—Fundamentals of Nutrition Policy and Programming: How
Science and Policy Interact**

Fall 2016

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Time/Location: Thursdays, 1:30 to 4:30 pm; Jaharis, Behrakis Auditorium; other locations as necessary:

Graduate Credits: 1 credit

Prerequisites: Graduate standing

Course Description: Nutrition 203 is an introductory policy course that will allow students to become familiar with policy processes (domestic and international), typologies of policy initiatives (laws, global initiatives, interventions, legal restrictions, systems, and institutional mandates), and to be able to critically analyze and discuss how policy and science interact with regard to food and nutrition.

Course Objectives: Upon completion of this course, students will have gained an understanding of:

- a) The difference between policies and programs
- b) Legislative and policymaking processes and procedures in the United States
- c) National and international governance structures and policy initiatives, institutions, and some key organizations involved in nutrition policy and programming
- d) The role of qualitative and quantitative evidence in influencing the policy agenda
- e) How policy debates influence the scientific agenda, and vice versa
- f) A variety of policy-making tools and the situations in which they are most appropriate
- g) Common challenges to policy-making and factors of progressing a policy agenda.

Texts or Materials:

There is no required textbook for this course. Weekly readings will be posted on the class website on Trunk (trunk.tufts.edu). If you have any problems accessing the class website please inform one of the teaching assistants as soon as possible. Readings are grouped by

date, and it is expected that readings will be completed in advance of each class. Not all readings will be discussed in class, rather they will serve as a basis upon which class lectures and discussions will build.

Academic Conduct:

Each student is responsible for upholding the highest standards of academic integrity, as specified in the Friedman School’s Policies and Procedures manual

(<http://nutrition.tufts.edu/student/documents>) and Tufts University policies

(<http://uss.tufts.edu/studentAffairs/documents/TuftsStudentHandbook.pdf>) It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from the school.

Assessments and Grading:

Class assignments and their overall contribution to your grade are as follows:

a) Case study analysis	20%
<i>(Written analysis)</i>	10%
<i>(Oral presentation)</i>	10%
b) Assignment 1: Op-ed	15%
c) Assignment 2: Policy memo	15%
d) Debate performance	10%
e) Class attendance and participation	5%
f) Final paper	35%

Summary description of assignments:

a) Case Study Analysis: There will be three case studies, the topic of which is a current debate in domestic or international nutrition programming and policy. For each case study, 1/3 of students in the class will be assigned to a group representing a different constituency. Each student will be assigned to participate in one case study, so by the end of the semester, everyone will have participated once.

The topic of the three case studies are as follows:

- 1) Sustainable diets
- 2) The process of developing federal US Dietary Guidance
- 3) Healthy food systems

For each case study, each group will be responsible for preparing a 5-minute oral testimony before class, presenting their testimony on the day of assignment discussion, and submitting a written copy of the oral testimony. Following the presentation of all groups, the remaining group members who did not present a testimony should be prepared to discuss and defend the perspective of the constituent group they represent.

b) Opinion Editorial (Op-ed): The goal of an op-ed is to convince the readership of a particular publication of a specific point-of-view. Of course, the readership and argument will change, depending on the publication in which the op-ed is published, and the audience towards which it is directed. For this assignment, each student must write an op-ed regarding a current nutrition issue that relates to *state or local level governance, the activities of non-profit organizations, or community-level policy*. Your op-ed should be written for publication in a local newspaper and address the general population.

c) Policy memo: The goal of a policy memo is to provide concise background, analysis, and guidance in a specific area of public policy. A well-written policy memo requires efficient use of

language to summarize a complicated issue, and convince the reader of a particular position. For this assignment, each student will choose an *area of policy related to a current area of food and nutrition that they would like to address, and a specific policy-maker to whom you are writing*. Your memo should be written for delivery to an influential policy-maker of your choice.

d) Debate performance: At the beginning of five selected classes, there will be one or two “mini debates” on a current issue of food and nutrition policy, specifically relating to the topic of the day’s lecture and assigned readings. Each mini debate will involve eight students – four assigned to the “pro” side and four assigned to the “con” side, and will work as follows:

- Two representatives from the “pro” side gets 2 minutes of uninterrupted time to present an opening argument
- Two representatives from the “con” side gets 2 minutes of uninterrupted time to present an opening argument
- The remaining 2 representatives from the “pro” side gets 2 minutes to rebutt the arugments of the “con” side
- The remaining representatives from the “con” side gets 2 minutes to rebutt the arugments of the “pro” side

The class will then get 2 minutes to ask questions of each team, and will vote on which team had the most convincing argument.

e) Class attendance and participation: This class is meant to be participatory, and involve lively discussion during the lectures, case studies, and debate sessions. As such, it is expected that students will come to class having completed the readings and ready to participate in discussions, and in questioning after the case studies and debates.

f) Final paper: For the final paper, each student is expeted to choose one topic in nutrition policy that is viewed as controversial, describe and provide an evidence-based critique of the conflicting points of view on the topic, and provide a policy recommendation for action on the topic. The paper has a limit of 10 pages, excluding tables and figures.

Expectations for a semester-long term paper will be discussed further in class. Assignments received after their deadline will not be accepted or graded unless extension is approved in advance. Students who are unable to complete an assignment exam on time for any reason should notify the instructor by email, text message, or phone call prior to the deadline with a brief explanation for why the extension is needed.

Accommodation of Disabilities:

Students with documented disabilities are entitled to academic accommodation appropriate to their needs. If you require accommodations for this course, please contact Dr. Kennedy or Dr. Webb confidentially prior to the end of the second week of classes.

Course Schedule:

Week	Date	Topic	Lecturer	Assignment	In Class Activity
1	9/8	International Food and Nutrition Policy	Webb		
2	9/15	US Food and Nutrition Policy	Kennedy		Debate – GMO labeling
3	9/22	Food Security: US and Global	Kennedy	Term paper topic due on Trunk at 11:59 PM Written testimony from case study groups presenting due on Trunk by class time	Case Study 1: Sustainable Diets
4	9/29	Normative Guidance	Kennedy	Written testimony from case study groups presenting due on Trunk by class time	Case Study 2: Dietary Guidance
5	10/6	Metrics for Food/Nutrition Policy Design	Webb		Debate – Stunting
6	10/13	Nutrition Sensitive Development	Webb		Debate – Nutrition sensitive agriculture
7	10/20	Micronutrient Malnutrition	Ghosh/Harding	Assignment 1: Op-ed due on Trunk at 11:59 PM	
8	10/27	Agricultural Policy and Nutrition	Griffin		
9	11/3	Maternal and Child Nutrition Policy	Kennedy		Debate – 1. Breastfeeding 2. Micronutrient supplementation
10	11/10	NCDs: Trends, Policies, and Programs	Kennedy	Assignment 2: Policy memo due on Trunk by 11:59 PM	Debate
11	11/17	Healthy Food Systems	Kennedy	Written testimony from case study groups	Case Study 3: Healthy Food Systems

				presenting due on Trunk by class time	
<i>11/24 – Thanksgiving. No class</i>					
12	12/1	Emergency Nutrition and Livelihoods	Fitzpatrick/ Maxwell		
13	12/8	What Have We Learned About Policy?	Webb		
<i>Final paper due on Trunk by 11:59 PM</i>					

Note: This schedule is subject to modification at the instructor’s discretion.

Note: Unless otherwise noted, ALL assignments should be uploaded on Trunk as a Microsoft Word document, using the following naming scheme: last name_assignment name (i.e. Kennedy_PolicyMemo.doc).

Course Topics, Learning Objectives and Assignments:

Week 1 (9/8): International Food and Nutrition Policy (Webb)

Learning objectives

Students should be able to discuss/critique the following:

- Tools for policy intervention;
- The standards of evidence for making policy;
- How are policies formed and implemented in various settings (i.e. institutional policy, supranational policy, corporate policy);
- Reasoning and rationale in policy arguments from different stakeholder perspectives;
- Overview of the SDGs and understanding of the different opinion on their broad scope.

Required readings

- Global Panel. 2014. *How can agriculture and food systems improve nutrition?* Technical Brief No. 1. London: Global Panel on Agriculture and Food Systems for Nutrition: <http://www.glopan.org/technical-brief>.
- Maxwell, S. and R. Slater 2003. Food Policy Old and New. *Development Policy Review* 21 (5-6) 531-553. Also online at <http://www.cbd.int/doc/articles/2003/A-00198.pdf>

Optional readings

- A series of short blogs on science, evidence, and the role of research for policy:
 - Hannay, T. 2011. Stop the Deluge of Science Research. <http://www.theguardian.com/higher-education-network/blog/2014/aug/05/why-we-should-publish-less-scientific-research>
 - Goldacre, B. 2011. Will asking a question get your paper cited more often? <http://www.theguardian.com/commentisfree/2011/oct/14/does-a-question-get-science-paper-cited>
 - Oezler, B. 2014. Lessons from Brazil’s war on poverty. <http://fivethirtyeight.com/features/lessons-from-brazils-war-on-poverty/#b07g09t20w14>
 - Gentilini, H. 2014. Is Cash King? <http://blogs.worldbank.org/impactevaluations/cash-king-revival-cash-versus-food-transfers-debate-guest-post-ugo-gentilini>

Week 2 (9/15): US Food and Nutrition Policy (Kennedy)

Learning objectives

Students should be able to discuss/critique the following:

- How a bill becomes a law in the US;
- The budget process;
- Interactions between House and Senate on legislation;
- Key stakeholders and their strategies to influence legislation on food and nutrition;
- Funding for the Human Nutrition Research Centers – science to policy, policy on science.

Activity

- *In class debate: GMO Labeling – do we have a right to know, or is ignorance bliss?*

Required readings

- Carey, M. 2013. The Federal Rulemaking Process: An Overview, Congressional Research Service Reports for Congress.
- Stachowiak, Sarah. Pathways for Change: Theories about How Policy Change Happens. Organizational Research Service
- Dana Milbank. Oh snap! The GOP misfires on food stamps. Washington Post, July 11.2013.
http://www.washingtonpost.com/opinions/dana-milbank-oh-snap-the-gop-misfires-on-food-stamps/2013/07/11/0d1a8a68-ea7b-11e2-a301-ea5a8116d211_story.html
- Project Vote Smart: Introduction
<https://votesmart.org/education/government#.V3WN-jkrI6g>
- Project Vote Smart: How A Bill Becomes A Law
<https://votesmart.org/education/how-a-bill-becomes-law#.V3WNRTkrI6g>

Optional readings

- Stone, D. 2002. Policy Paradox: The Art of Political Decision Making. W.W. Norton & Company. New York, New York. (on reserve at Hirsch Library)
- Stephanie Mercier, “Review of U.S. Nutrition Assistance Policy: Programs and Issues.” Washington, DC: Agree (41 pages, June 2012)
- Birkland, T. 2005. Policies and Policy Types. Chapter 6. pp 138-156. In: An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making. M.E. Sharpe, Inc. Armonk, New York.
- James Saturno. The Congressional Budget Process: A Brief Overview. Congressional Research Service Reports for Congress. 2004.
- Bill Heniff. Basic Federal Budgeting Terminology Congressional Research Service Reports for Congress. 2004.

Week 3 (9/22): Food Security: US and Global (Kennedy)

Learning objectives

Students should be able to discuss/critique the following:

- US and global approaches to food security;
- Role of organizations and actors in shaping food security policies;
- Current controversies in food and nutrition security;
- Implications of the Right to Food;
- New paradigms for food and nutrition security.

Activity

- Case Study #1: Sustainable Diets

Assignment

- **Written testimony from case study groups presenting; due on Trunk by class time**
- **Term paper topic; due on Trunk by 11:59**

Required Readings:

- FAO/WHO. Dec 1992. International Conference on Nutrition: World Declaration and Plan of Action for Nutrition.
- ICN2: A framework for action. (2014). FAO.
<http://www.fao.org/3/a-mm215e.pdf>
- Ed O’Keefe Farm Bill Passes House, without food stamp funding. *Washington Post*, July 11 2013
<http://www.washingtonpost.com/blogs/post-politics/wp/2013/07/11/house-republicans-drop-food-stamps-from-new-farm-bill/>
- FAO Proceedings World Food Summit, 1996
- FAO State of Food Insecurity 2015
- Household Food Insecurity in the US in 2014, Executive Summary
http://www.ers.usda.gov/media/1896836/err194_summary.pdf

Optional Readings

- Wilde, Parke. “America’s Hunger Problem: What’s Really Going On.” *Politico*, September 9, 2015.
<http://www.politico.com/agenda/story/2015/09/americas-hunger-problem-whats-really-going-on-000222>
- Winne, Mark. “Time to Re-Think Food Stamps.” July 22, 2013.
<http://www.markwinne.com/time-to-re-think-food-stamps/>
- Berg, Joel. “Food Stamps Soda Ban: The Wrong Way to Fight Obesity.” *The Huffington Post*. December 6, 2010
http://www.huffingtonpost.com/joel-berg/food-stamps-soda-ban-the- b_791863.html
- Daines, Richard & Farley, Thomas. “No Food Stamps for Sodas.” *The New York Times*. October 7, 2010
<http://www.nytimes.com/2010/10/07/opinion/07farley.html?ref=nyregion& r=0>
- Gunderson, C. & Ziliak, J. (2015) “Food Insecurity and Health Outcomes.” *Health Affairs*. 34:11. doi: 10.1377/hlthaff.2015.0645

Week 4 (9/29): Normative Guidance and Policy Formulation (Kennedy)

Learning objectives

Students should be able to discuss/critique the following:

- Development and Uses of Dietary Guidelines;
- General steps used to develop a front-of-package nutrient rating systems and symbol (FOP system);
- Range of potential purposes of a FOP system;
- Advantages and disadvantages of the major types of FOP systems currently in use;
- Advantages and Disadvantages of the FDA Nutrition Facts Label;
- My Pyramid and other tools for implementation of Dietary Guidelines.

Activity

- *Case Study 2: Dietary guidance for formation of the Dietary Guidelines for Americans*

Assignment

- **Written testimony from case study groups presenting; due on Trunk by class time**

Required readings

- IOM/FNB. Front-of-Package Nutrition Rating Systems and Symbols Phase I report (brief)
- IOM/FNB Front-of-Package Nutrition Rating Systems and Symbols Phase II report (brief)
- HHS/USDA. Dietary Guidelines for Americans: Executive Summary 2015-2020. <http://health.gov/dietaryguidelines/2015/guidelines/executive-summary/>
- ODPHP/HHS. Scientific Report of the 2015 Dietary Guidelines Advisory Committee Executive Summary. 2015 <http://health.gov/dietaryguidelines/2015-scientific-report/PDFs/02-executive-summary.pdf>
- Dabrowska, A. (2016). Dietary Guidelines for Americans: Frequently Asked Questions. Congressional Research Service. <https://www.fas.org/sgp/crs/misc/R44360.pdf>

Week 5 (10/6) : Metrics for Food and Nutrition Policy Design (Webb)

Learning objectives

Students should be able to discuss/critique the following:

- Indicators for measuring inputs, process, impact of food/nutrition policy and programs;
- Alternative Frameworks for food and nutrition policies and programs;
- Appropriateness of quantitative and qualitative measures for food security;
- Data sources and recent trends in policy choices and food/nutrition security outcomes.

Activity

- *In class debate: Stunting – the only metric that matters, or a misleading indicator?*
For debate preparation: Kramer, K. 2016. Making Stunting a Development Indicator. *Sight and Life*, 30 (1): 10-13. http://www.sightandlife.org/fileadmin/data/Magazine/2016/Mag1/SAL_Magazine_01_16.pdf

Required readings

- Bhutta, Zulfiqar A, Jai K. das, Arjumand Rizvi, Michelle F. Gaffet, Neff Walker, Susan Horton, Patrick Webb, Anna Lartey, and Robert E. Black. 2013. Evidence-based interventions for improvement of maternal and child nutrition: what can be done and at what cost? *Lancet*, 382 (9890): 452-477. <http://www.thelancet.com/series/maternal-and-child-nutrition>
- FAO/WHO. ICN2 Framework for Action, (August 2014 draft). http://www.fao.org/fsnforum/sites/default/files/files/107_ICN2-FFA/ML079_ICN2_FfA_en.pdf
- Global Panel. 2015. *Improved Metrics and Data are needed for Effective Food System Policies in the Post-2015 Era*. <http://www.glopan.org/resources/documents>
- Webb, Patrick. 2015. “When Counting Things, It Matters What We Count.” <http://glopan.org/news/when-counting-things-matter-it-matters-what-we-count>

Optional readings

- Lawrence Haddad & Patrick Webb. “To end malnutrition, we must step up to the plate with data on what people eat.” *The Guardian*. October 16, 2015
http://www.theguardian.com/global-development/2015/oct/16/malnutrition-food-systems-consumption-better-data?CMP=share_btn_link

Week 6 (10/13): Nutrition Sensitive Development (Webb)

Learning objectives

Students should be able to discuss/critique the following:

- The concept of nutrition-sensitive development;
- The range of theoretical frameworks underpinning nutrition-sensitive development;
- How USAID’s Feed the Future and UN led Scaling Up Nutrition are approaching this concept;
- Country specific plans for implementing nutrition sensitive development;
- How the US discusses ‘nutrition-sensitive agriculture.’

Activity

- *In class debate – Nutrition sensitive agriculture: to invest or not?*

Required readings

- Ruel M, and Alderman, H. for the Maternal and Child Nutrition Study Group. Nutrition sensitive interventions and programmes.: How can they help to accelerate progress in improving maternal and child nutrition? *Lancet* 2013.
- Per Pinstrup Andersen. Nutrition Sensitive Food Systems: from rhetoric to action. *Lancet*. 2013.
- Webb P and Kennedy E. 2014. Impacts of Agriculture on Nutrition: Nature of the Evidence and Research Gaps. *Food and Nutrition Bulletin*, 35 (1): 126-132.
<http://fnb.sagepub.com/content/35/1/126.full.pdf+html>

Week 7 (10/20): Micro Nutrient Malnutrition (Ghosh and Harding)

Learning objectives

Students should be able to discuss/critique the following:

- Evidence base for micro nutrient interventions;
- Costs, benefits, efficacy and effectiveness of micro nutrient interventions;
- Scaling up nutrition intervention programs dealing with hidden hunger;
- Major drivers of international policy and global campaigns on hidden hunger;
- Issues in translating global recommendations to country level activities;
- Issues in translating country level policy at the district level.

Assignments

- *Assignment 1: Op-ed; due on Trunk by 11:59*

Required Readings

- Beaton GH, Martorell R, Aronson KJ, Edmonstron B, McCabe G, Ross AC, Harvey, B. (1993) Effectiveness of Vitamin A Supplementation in the Control of Young Child Morbidity and Mortality in Developing Countries. ACC/SCN State of the Art Series Nutrition Policy Discussion Paper No 13. Geneva.
- *A draft paper from Kasey Harding?*
- Biesalski HK. Hidden Hunger in the Developed World. *Chapter 3* In: *The Road to Good*

Nutrition. (2013). Karger: Basel.

Week 8 (10/27): The US Farm Bill and Agricultural Policy (Griffin)

Learning objectives

Students should be able to discuss/critique the following:

- Survey of the development to the contemporary Farm Bill, including overview of authority and title within this omnibus legislation;
- Discussion of linkages and contradictions between titles in the Farm Bill;
- Identification of key players in development of the Farm Bill;
- Overview of the research agenda of National Institute of Food and Agriculture (NIFA).

Required readings

- Johnson R. and J. Monke, "What is the Farm Bill?" Congressional Research Service Report for Congress, June 21, 2013. <http://www.fas.org/sgp/crs/misc/RS22131.pdf>
- McGranahan, Devan A., et al. "A historical primer on the US farm bill: Supply management and conservation policy." *Journal of Soil and Water Conservation* 68(3), May/June 2013: 67A-73A.
- Overall NIFA
<http://nifa.usda.gov/>
- NIFA Research Agenda:
http://www.csrees.usda.gov/funding/afri/afri_synopsis.html
- NIFA Research Programs:
<http://nifa.usda.gov/programs>

Week 9 (11/3): Maternal and Child Nutrition Policies (Kennedy)

Learning objectives

Students should be able to discuss/critique the following:

- Formulation of global agendas in nutrition – evidence base for maternal and child interventions- how, what, when?;
- Costs, benefits, efficacy and effectiveness of maternal and child programs;
- Scaling up nutrition intervention programs;
- Major drivers of international policy and global campaigns;
- Issues in translating global recommendations to country level activities;
- Issues in translating country level policy at the district level;
- Role of capacity building in forwarding nutrition agendas at global and country levels;
- The role of WIC in improving health outcomes among women and children under 5 in the US, and debates surrounding the program.

Activity

- *In class debate: Breastfeeding – a woman's right to choose, or choosing in the best interest of the child?*
- *In class debate: Sachet micronutrient supplementation – sustainable development solution or not?*

Required readings

- Black, R. Lindsay HA, Zulfiqar AB, Laura EC, Mercedes de O, Majid E, et al. 2008. Maternal and child undernutrition: global and regional exposures and health consequences. *Lancet* 371(9608): 243-60

- Black, R. et al. Maternal and Child Under nutrition and overweight in low-income and middle-income countries. *Lancet*. Early On Line Publication. June 3 2013.
- Rush D., J. Alvir, D. Kenny, S. Johnson, and D. Horvitz. 1988. The National WIC Evaluation: evaluation of the Special Supplemental Food Program for Women, Infants and Children. III. Historical Study of pregnancy outcomes. *Am J Clin Nutr* 48 (2 suppl):412-428.

Additional Readings

- Bitler, M. & Currie, J. (2005) Does WIC Work? The Effects of WIC on Pregnancy and Birth Outcomes. *Journal of Public Policy and Management*. 24:1. 73-91.
- Morris, S., B. Cogill, R. Uauy (2008) Effective international action against under nutrition: Why has it proven so difficult and what can be done to accelerate progress? *Lancet*. 371(9612):608-21.

Week 10 (11/10): Non Communicable Diseases: Trends, Policies and Programs (Kennedy)

Learning objectives

Students should be able to discuss/critique the following:

- Current trends in non-communicable diseases(NCDs) and obesity;
- Under lining causes of obesity and NCDs;
- Selected case studies of the Nutrition Transition including US, China, Ethiopia;
- Role of dietary patterns in etiology of NCDs;
- Evidence from interventions for NCDs and obesity.

Activity

- *In class debate: SSB taxes – sweet solution or sour government meddling?*

Assignment

- ***Assignment 2: Policy memo; due on Trunk by 11:59***

Required readings

- WHO/FAO Diet, Nutrition and Prevention of Chronic Disease. Technical Series, 916. 2002
- IOM/FNB Evaluating Obesity Prevention Efforts: A Plan for Measuring Progress – Executive Summary 2013
- Eileen Kennedy. The Obesity Crisis: Chapter 4 In: Nutrition Security, 2013
- Action Plan to Reduce the Double Burden of Malnutrition in the Western Pacific Region 2015-2020. (2015) World Health Organization.
http://iris.wpro.who.int/bitstream/handle/10665.1/10892/9789290617037_eng.pdf?ua=1

Additional readings

- Moscow Declaration on NCDs. (2011) First Global Ministerial Conference on Healthy Lifestyles and Noncommunicable Disease Control. World Health Organization
http://www.un.org/en/ga/president/65/issues/moscow_declaration_en.pdf
- Shrimpton, R. & Rokx, C. (2012) “The Double Burden of Malnutrition: A Review of Global Evidence.” The World Bank.

Week 11 (11/17): Healthy Food Systems (Kennedy)

Learning objectives

Students should be able to discuss/critique the following:

- A Healthy Food System
- Typologies of Food Systems
- Public Sector Strategies in Creating a Healthy Food System
- Role of the Private Sector in Improving the Food System.
- Food Systems' role in achieving the Right to Food.

Activity

- *Case Study 3: Healthy Food Systems*

Assignment

- ***Written testimony from case study groups presenting; due on Trunk by class time***

Required readings

- *Food Systems* (2016) Sight and Life Magazine. 30:1.
- WHO. 2013. Global Nutrition Policy Review: What Does It take to scale up nutrition action? Executive Summary.
- Black, Nick. "Education and Debate: Evidence-Based Policy: Proceed With Care." *BMJ* 2001;323:2
- ICN2: A framework for action. (2014). FAO.
<http://www.fao.org/3/a-mm215e.pdf>

Week 12 (12/1): Emergency Response and Livelihoods (Fitzpatrick/Maxwell)

Learning objectives

Students should be able to discuss/critique the following:

- Distinguish between chronic versus acute emergencies, and between emergencies and 'non-emergency' settings, problems and solutions;
- Uses of food in achieving emergency response goals;
- Nutrition interventions;
- Do US responses to disasters differ from anywhere else?

Required readings

- Kristof, N. 2013. A Free Miracle Food! New York Times, July 10, 2013.
<http://www.nytimes.com/2013/07/11/opinion/kristof-a-free-miracle-food.html>
- Maxwell, D., P. Webb, J. Coates and J. Wirth. 2010. Rethinking Food Security in Humanitarian Response. *Food Policy*. 35: 91–7.
- Checchi F and W.C Robinson. 2013. Mortality among populations of southern and central Somalia affected by severe food insecurity and famine during 2010-2012. A Study commissioned by FAO/FSNAU and FEWS NET from the London School of Hygiene and Tropical Medicine and the Johns Hopkins University Bloomberg School of Public Health. Rome, Washington. [*Executive summary, and browse the rest according to interest.*]

Optional readings

- Girard et al. 2012. The Effects of Household Food Production Strategies on the Health and Nutrition Outcomes of Women and Young Children: A Systematic Review. *Paediatric and Perinatal Epidemiology*, 26 (Suppl. 1), 205–222.

Week 13 (12/8): What have we learned about policy? (Webb)

Learning objectives

Students should be able to discuss/critique the following:

- Distinctions and linkages among policies, programs and other interventions;
- Distinctions and linkages among governmental and non-governmental actions;
- Distinctions and linkages among agricultural, food and nutrition actions.

Required readings

- Global Panel. 2016. Nutrition for Growth II: From Commitment to Action. Policy Brief No. 6. <http://glopan.org/sites/default/files/pictures/Nutritionforgrowth2Full.pdf>
- WHO. 2013. *Global Nutrition Policy Review: What does it take to scale up action?* Just the Executive Summary: pp 14-19. http://apps.who.int/iris/bitstream/10665/84408/1/9789241505529_eng.pdf?ua=1
- FAO. 2015. *Improving Nutrition Through Agriculture and Food Systems*. Rome, Italy: <http://www.fao.org/3/a-i4922e.pdf>